DOCUMENT RESUME

ED 084 914 FL 004 585

TITLE	Materiales en Marcha para el Esfuerzo Bilingue--Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), May-June 1973.
INSTITUTION	San Diego City Schools, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 73
NOTE	36p.; In English and Spanish
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Biculturalism; *Bilingual Education; Bilingualism; Bilingual Students; *English; Ethnic Groups; Instructional Materials; Language Arts; Mexican Americans; Minority Groups; *Newsletters; Portuguese; Reading; Sciences; *Spanish

ABSTRACT

This newsletter is designed to promote the advancement of bilingual-bicultural education. Articles in this issue include "Humanizing Education for the Chicano," "Individualizing Spanish Language Arts at the Second Grade Level," "Two Eye-Catching Third-Grade Science Tests," "Happy Junior High Reading with 'El Galano Arte de Leer'", and "Field-Testing Favorites: Sample Lesson for 'Naturaleza y Sociedad'." Part of the text is in Spanish. Also included is a suggested list of U.S. distributors of educational materials in Spanish and Portuguese. (SK)

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Materiales en Marcha

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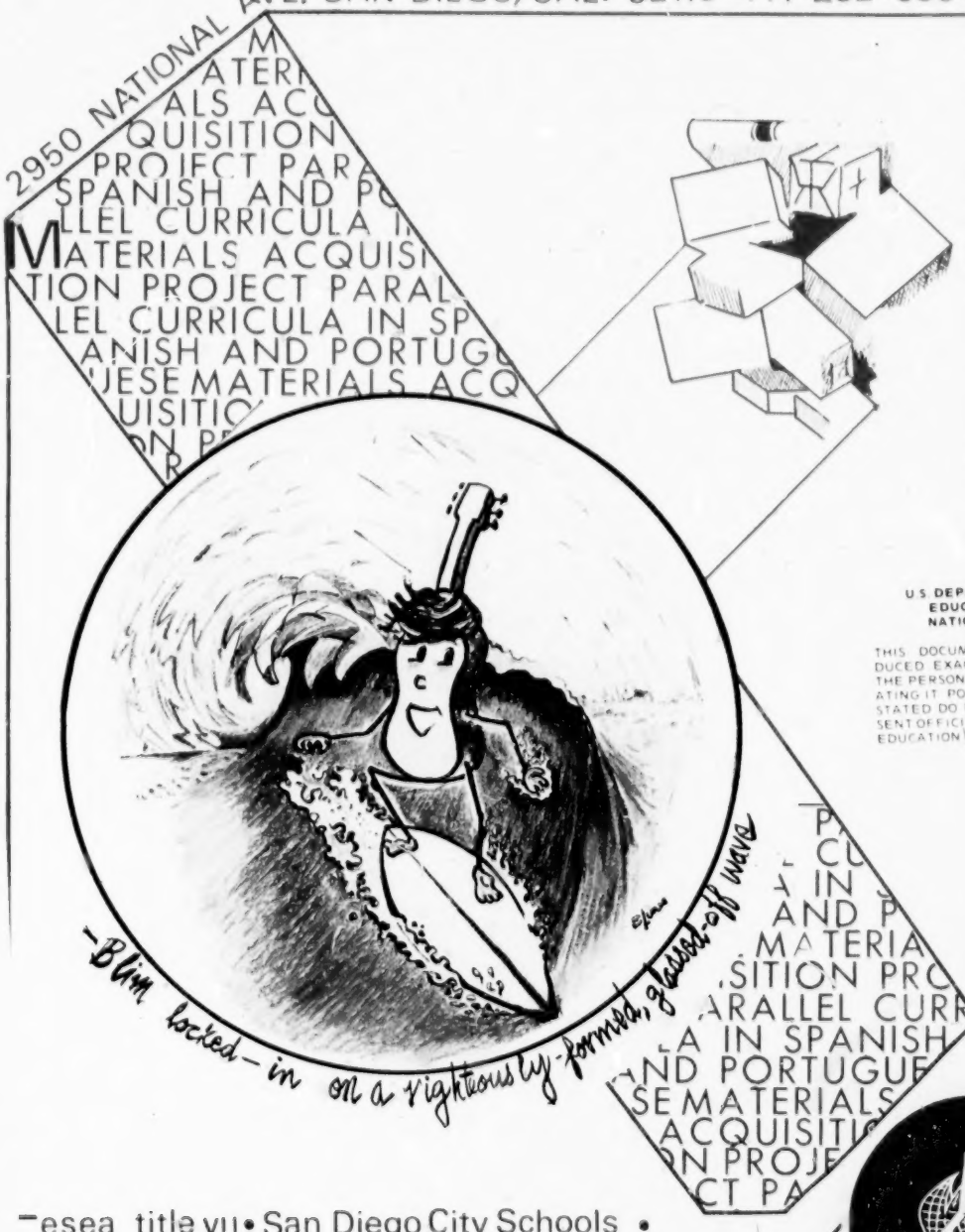
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El Triunfo de Puebla

Escuchen Mexicanos
El lamento de esta región
Ha llegado el extranjero
A pisotear nuestra nación

Unanse todos mis hijos
Vengan a defender
Lo que es su propio derecho
Y volvamos a ascender

Aquí estoy patria querida
Mi vida a tu disposición
Con armas de hortelano
Para defender a mi nación

Tun--tun--tun
Palpita el corazón mexicano
Con ansiosa anticipación
Marchan todos hacia Puebla
Habiendo hecho su decisión

La batalla fue el Cinco de Mayo
Dirigida por el General Zaragoza
Esperando de cada soldado
Triunfo y valentía gloriosa

El triunfo fue realizado
Con una valiente y justa gloria
Recuperando a Puebla en sus manos
Y empezó una nueva historia

El presidente Benito Juárez
Haciendo una gran decisión
Adoptó por primera vez
Una ejemplar constitución

Respeto al derecho ajeno
Es el tema de la constitución
E igualidad--virtud preciosa--
Para todo mundo y toda nación

Gloria Rodríguez

ED. NOTE: Gloria Rodríguez's poem on Lincoln was published in the February issue of Materiales en Marcha. Her Cinco de Mayo poem, which appears above, was presented as a P.T.A. program in Hacienda La Puente Unified School District, California, on May 10. Her fifth-graders all learned it by heart and recited it, acting out parts on the stage as she led them in choral recitation.

Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL

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The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by either the U.S. Office of Education, San Diego City Schools, or the Materials Acquisition Project should be inferred.

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cultural Conference, both in San Diego; the Aspira Conference in Columbia, Maryland; and the National Urban Coalition Conference in Washington, D.C. She is a member of MAP's National Advisory Committee.

VIOLA E. VARELA is a third-grade teacher in the Las Vegas, New Mexico, Bilingual-Bicultural Program. She has B.A. and M.A. degrees from New Mexico Highlands University and 10 years' teaching experience in places such as the rural area of Pecos, New Mexico; the Indian community of Zuñi, New Mexico; and Cuba, New Mexico; as well as Las Vegas. In Cuba, where she taught Navajo first-graders, she started teaching the Miami Linguistics Program, and she was able to attend many workshops on this program, in addition to an NDEA Institute on ESL in San Antonio, Texas. When she returned to her hometown, Las Vegas, she received an assignment to a sixth grade, eventually involving herself in planning and curriculum development for a new middle school in which she was to teach sixth and seventh grade. In 1970 she began to hear about bilingual-bicultural education, and she made up her mind to know more about it. One of the first steps she took was to enroll in a bilingual-bicultural institute in Guadalajara, Mexico, that summer. That fall she started teaching in the Las Vegas Bilingual-Bicultural Program, beginning at the first-grade level and advancing with her students every year. She states, "I cannot express the satisfaction that I have felt in the Bilingual-Bicultural Program without my heart swelling up con un orgullo that at last we are giving our children the best opportunity to obtain the finest education possible. I hope that more administrators wake up to the problems in our schools and get involved for the benefit of our children."

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ALMA PIRAZZINI is a teacher at Southwest Junior High School, Imperial Beach, California. The daughter of Gerardo and Elsa Foncerrada, who came to California from Sonora, Mexico, she was born and brought up in the San Diego area, attending public schools in Chula Vista, San Diego, and San Ysidro. She is a Life Member of the California Scholarship Federation, and she was the recipient of a DeWitt Bisbee Scholarship. She has studied at San Diego State University, the University of Guadalajara, Jalisco, Mexico, and the University of California at San Diego, joining Alpha Mu Gamma foreign language society. She has worked in bilingual education the past four years, writing curriculum and setting up a workable model in subject areas for Title VII Project Frontier. She says, "I sincerely hope always to be involved in bilingualism, as it has made my students and me secure individuals with a confident identity, proud of our bicultural and bilingual heritage. The good feelings and understanding among students which radiates from bilingual education must never die, but flourish in greater abundance."

Editor's Notes

It has been an exciting and experimental year for us at MAP. The three of us who produce Materiales en Marcha--Ann Kern, Editorial Coordinator; Bob Luna, Artist-Illustrator; and Doris Rivera, Editorial Clerk--have particularly enjoyed our experiences with the magazine. We feel fortunate to have had the opportunity to originate a periodical for bilingual education, and we wish to express our gratitude to the U.S. Office of Education for granting us the funding to undertake this endeavor. We also wish to express our gratitude to you, our readers, for encouraging us with your compliments and constructive criticism. Thank you for taking the time to tell us what you are thinking. We hope we have helped you as much as you have helped us.

Humanizing Education for the Chicano

By Armando Ayala

Public education in the United States has been in the hands of the people who have attempted to fulfill the needs of the majority of their student population. Equal education has been one of the ultimate goals of district personnel and community. The goal itself is an ideal goal; unfortunately this has been interpreted to mean that every student should receive instruction in English. States such as California and Texas passed laws prohibiting the instruction in a language other than English. Unfortunately this practice did not take into consideration the fact that every year thousands of students begin their education not understanding the language of instruction or the culture of the classroom environment.

The result of such an ethnocentric approach to education has been a dehumanization of many Mexican-Americans in the United States. Chicanos in most instances are in a low synergy society. They have been alienated by the educational system, have been made to feel inferior, underachievers, and confused. In order to survive Chicano students have been forced to conform to the monolingual (English only) instruction. Low educational achievement has placed a large percent of Chicanos in a poverty cycle which has been difficult to break. Efforts to translate the language and the culture of the white middle-class environment of the schools has led to frustration, irritation, and unhappiness for millions of Chicano students.

Federal funds under ESEA Title VII have been made available to school districts that can identify need for bilingual-bicultural education. Bilingual education has come of age in the United States in an attempt to help citizens who are not English dominant to lead a productive bicultural life in this society. It is also believed that students from minority groups who are now not succeeding in school will benefit from a bilingual approach to education and therefore become bilingual, biliterate, and bicultural.

Chester C. Christian (1965) points out that at a conference held in November 1963 which was called by the then Vice-President of the United States, Lyndon B. Johnson, as Chairman of the President's Committee on Equal Employment Opportunity, it was concluded that the schools should capitalize on the bicultural situation in the Southwest rather than ignore it or even attempt to repress it. Also, it was felt desirable to erase the reigning anglo stereotype to recognize the value of the Mexican-American cultural heritage and to show the Mexican-American why he should be proud of his cultural background and recognize himself as capable of offering something of value to the culture at large.

At this same conference Anthony J. Celebrezze, Secretary of Health, Education, and Welfare, was moderator of a discussion group in which it was decided that schools should pro-

vide acculturation for Mexican-American children through bilingual instruction in Spanish and English, make use of the curriculum to reflect Spanish as well as American traditions, and should hire teachers trained in both cultures. It was expressed that only through such a modified educational program could the Mexican-American be given the sense of personal identification which is necessary to his educational maturation.

There is, however, some opposition to bilingual education, as was reported in the HEW-OE Report of 1968:

> There is plentiful evidence linking native bilingualism with retardation and underachievement in schools. Investigators have claimed that early childhood bilingualism is a "handicap," has detrimental effects on intelligence, contributes to mental confusion and language deficiency, that it leads to retardation in school, etc. Recent studies, however, show that the "handicap" results from the WAY schools and communities have dealt with children who speak another language and NOT from the children's bilingualism.

Dr. Jack Forbes during his address to the Southwest Intergroup Relations Council held in Austin, Texas, in 1970 stated that since the 1870s schools in the Southwest had not been mutual, culturally speaking. These schools, he said, had been controlled by the Anglo-American population, and the curricula throughout have been anglo in character. Dr. Forbes further pointed out that these schools had not been good for Mexican-American children because they tended to lead to a great deal of alienation and a great deal of hostility, also the confusion which is caused in the mind of the Mexican-American child by not knowing what he should be proud of, not knowing what language he should speak, not knowing whether to completely accept what anglo people had been telling him and forget his Mexican identity, or whether he should listen to what his parents and perhaps other people have said and be proud of his Mexican identity (Edwin Stanfield, 1970).

Mexican-American children have been retained in the primary grades until they learn English. Dr. George I. Sánchez, School of Education of the University of Texas at Austin, made a plea for bilingual education to the Southwest Intergroup Relations Council (Stanfield):

> It is normal practice to retain Spanish-speaking children in the first grade for two or even three years because of deficiency in English, while instruction goes on entirely in English.

He added that this policy is psychologically ruinous and

Mexican-American children have been retained in the primary grades until they learn English.

without pedagogical reason.

Using English as the only language of instruction has caused the Mexican-American social and psychological problems.

Using English as the only language of instruction has caused the Mexican-American social and psychological problems. Manuel Ramírez (1969) points out that fear of envy, as well as fear of being accused of discarding the values of the folk culture for those of anglo society, also discourages the Mexican-American child's motivation to excel in school. Even the practice of using English outside the classroom is ridiculed by peers as an attempt to become anglicized.

The result of such criticism is an aspect of what Wallace Lambert (1963) has termed anomie, a feeling of not comfortably belonging in one social group or the other. Ramírez is quoted by Stanfield where he says:

> ... students that have identified with the anglo culture and rejected the Mexican-American culture experience a lot of conflicts with their parents. They become alienated from their parents. They experience a lot of health problems and guilt and anxiety.

Using Spanish in the classroom would enhance the Mexican-American's new respect, enlightenment, effectiveness, and integrity. Manuel Guerra (1967) explains it thus:

> When Spanish and English are used without restraint in the classroom, without stigma, without apologies, classroom atmosphere will lead to better Spanish and English learning. By implication the DIGNITY OF CHILDREN who come from Spanish-speaking homes will be ENHANCED, and their psychological desire to learn English greatly strengthened.

Elizabeth Ott (1967) found that many of the youngsters from a non-English background are victims of economic poverty and products of illiteracy. Some do not succeed because of poor attendance, a condition very often caused by family migration. However, by far the largest single cause of academic failure to achieve, she found, is the language barrier:

> Typically, Mexican-American children have been given the same dosage of instruction, including reading in English, as the native English-speaking child, ignoring the fact that the children from Spanish-speaking background had little or no facility in oral English. The results have been disastrous in terms of HUMAN LOSS.

Using Spanish in the classroom would enhance the Mexican-American's new respect, enlightenment, effectiveness, and integrity.

Early childhood bilingual education would help the Mexican-American in his transculturation to the dominant society. McGill University carried out a series of studies concerned with language learning. A social-psychological theory of language learning was one of the important outcomes of these studies reported by Lambert and cited by Marie E. Taylor (1970) as follows:

> This theory, in belief, holds that an individual suc-

cessfully acquiring a second language (English in the case of the Mexican-American) gradually adopts various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitude toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language.

If you are to talk to a child, you must speak a language that he understands . . . .

In studying the effects of bilingualism on the intellectual and social development of the child J.P. Sofietti found most of the difficulties and retardations due to the bicultural aspect of the situations. R.E. Davis (Miles V. Zintz, 1969) states that the basic problem in the Southwest is biculturalism, not bilingualism, because language expresses the values of a culture; culture, by determining behavioral practices and goals, limits the connotations and denotations of the language.

These findings support the cultural component which is called for in the guidelines for bilingual programs to be funded under ESEA Title VII. If you are to talk to a child, you must speak a language that he understands (Stanfield), and equally important in a bilingual and bicultural area is the acceptance, the respect, the appreciation, the wholesome self-image imparted non-verbally, to anglo and Mexican-American alike.

Some attempts have been made to remedy the language problem of the Mexican-American, but in most parts these attempts have been programs in teaching English as a second language, which serve to bridge the student from Spanish dominancy to English dominancy. Where these programs have been implemented, they have given Spanish a NEGATIVE STIGMA in the eyes of the Mexican-American.

Stanfield points to the observations of Dr. Mildred Dickeman, Chairman of the Department of Anthropology at Sonoma State College:

> There is a big difference between two-way bilingual education and second language programs. You can use any language as an inferior idiom to assist students to learn the superior majority language without conveying respect for the student or his language.... But you cannot agree to teach the language... to these well-off upper-middle-class anglo students without giving it respect. You have redefined the Mexican-American student by teaching his language to the anglos. You have also redefined teacher attitudes, which is the crux of the matter. It is teacher attitudes more than any other factor which determine student outcome, far more.

There is a big difference between two-way bilingual education and second language programs.

Dr. Vera John expressed her views toward teaching English as a second language. This report was made during the Early Childhood Bilingual Education Conference held at Yeshiva University in 1968:

In dealing with non-English-speaking children American education has stressed the need to teach the dominant language more effectively to non-English-speakers. Such techniques as teaching English as a second language are not designed to improve the child's cognitive development or his general language ability. They are designed only to improve his English. Bilingual education, on the other hand, is not merely a teaching technique to improve a child's English. Through instruction in the child's native language and English it aims to correct the semi-fluency and ineffective communication which too often result from a child's limited functioning in both languages.

Zintz suggested to classroom teachers of bilingual programs:

A student should feel that his language is a good one, that it expresses his ideas and wishes adequately, and that he may be justly proud to use it. All of the people in his extended family use the language which he has learned as his first language, and he derives his ego strength and sense of personal worth as a member of that particular ethnic group.

Our society has placed a premium on the acquisition of a second language only after the learner has completed his early education. For example, most colleges require two

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years of foreign language to be taken during the high school years before admitting the student; most doctoral degrees require mastery of a second language, etc. Traditionally a person who can speak more than one language is considered more cultured. However, many would-be students give up trying to fulfill this requirement because it is difficult to develop an "ear" for foreign languages once a monolingual has passed the early education years.

Many authorities agree on the early start of second language acquisition, among them Theodore Andersson, who says:

These years (3 to 5) are valuable for language learning, for we know that children of this age can, under ideal conditions, absorb as many languages as are spoken in a given environment.

Taylor quotes from Psycholinguistics:

There is a general opinion throughout the literature that this is a favorable period, because the second language will not compete directly with the first and the learner has not yet lost his mental placidity.... The greater readiness of children than of older persons to learn the language of their environment is as-

sociated with the craving for membership in the group of their contemporaries.

Most students who are starting school have not developed the fear of making oral mistakes which most adults have. Being young seems to give them the literary license to make mistakes and still keep trying to perfect a language; however, once we get beyond the third or fourth grade, it becomes embarrassing to mispronounce a word. In many adult foreign language classes the students feel very uncomfortable when they have to recite individually. Children, however, possess a great desire to mimic and learn a foreign language.

The beginning of early childhood bilingual education is a step toward the realization that a citizen no longer needs to wait until he is a graduate student to speak a foreign language. Eventually bilingualism will be desired by the English dominant parents and students and become an asset for people living in bilingual communities. When the anglo majority begins to value bilingualism and seeks its development through bilingual programs, then the stigma will be removed from bilingualism. With this goal comes the promise that "culturally deprived" and "disadvantaged" will be discarded labels. There is great hope for people at all socio-economic levels to have increased understanding and respect by changing a monocultural, monolingual way of life into a free society that develops human potential wherever it ex-

. . . and that he may be justly proud to use it.

ists. The overriding objective of bilingual schooling is to develop fully functioning balanced bilingual citizens in every community where there are non-English-speaking people and thereby enrich the lives of all concerned.

A student whose dominant language is not English must translate to the vernacular, creating a double track in order to arrive at the desired English response. This mental process is in reality a shifting of tracks which is noticeable in the early stages by the deep concentration of the student while he translates the stimulus word-for-word and at times responds in English incorrectly. Some of these nonsense answers can be explained in cases where one word in the question may have multiple meaning in English, but only one meaning in Spanish. For example, let us say that the teacher is developing a concept of direct object. The sentence to be used in this exercise is "The man scaled the mountain." In a word-for-word translation used in double tracking the Spanish-speaking student has only one image for the word "scale." At this point the student is more concerned with how a man could lift a mountain to weigh it than he is about the direct object concept of English grammar.

The sadness of this example is that the student HAS been able to translate every word in the sentence, but the message conveyed by the sentence puzzles him. He does not re-

alize the multiple use of the word "scale." In cases such as this the compound bilingual has a TIME and CONCEPT retarding factor which is created by his double-track thought process. This example of interference illustrates the difficulty of multiple meaning, which is troublesome even to a monolingual; however, one can see where this would be multiplied in the case of a non-English-speaker who has the additional interference of finding relationships within a new syntactic framework. This mental process is described by Charles E. Osgood (1965) as compound bilingualism.

In cases where the student cannot translate the stimulus into the vernacular the concept being developed by the teacher may have a delayed response for an indefinite period of time. Continuous double tracking may frustrate the student to the point of exhaustion, which in turn may prevent further attempt to learn. Prolonged exposure to failure may create a permanent block.

Prolonged exposure to failure may create a permanent block.

Another delaying factor in the learning of English as a second language has been cited by Zintz:

> ... in cases where the teacher is impatient and/or misunderstanding the student develops insecurity instead of security, worry instead of competence, and makes the English language an enemy instead of a friend.

By creating such an emotional block the student may refuse to participate in the oral exercises necessary to acquire proficiency in the second language.

To reduce double tracking and hostile feelings toward second language acquisition bilingual programs use the mother tongue as a vehicle of instruction. At different times of the school day and using the second language the same concepts are presented in a review lesson. Since the concepts have been presented earlier (in the vernacular), it is believed that the student will be able to follow the instructions with greater ease, even though the concepts are reviewed in his second language. In this manner the program attempts to inculcate in the student what Ott describes as two AUTOMATIC, INDEPENDENT, and SELF-RESPECTING systems, which define him a coordinate bilingual.

Coordinate bilingualism enables the individual to function efficiently, independently, and with dignity in either linguistic environment. He is conditioned to respond directly to any stimulus, much in the same way that one responds to the traffic signal lights. The response is instantaneous without going through the process of matching the colors with the muscle reaction or rationalizing the reaction in accordance with the color of light.

Ott explains it further in the following manner:

> When language teachers urge their students to try to think in a foreign language, they mean to say that the students should code their intensive behavior as directly as possible into the foreign language responses, without there being an intervening role for native language responses.

Achievement testing of a bilingual education program is difficult for the lack of reliable instruments; not enough testing has been done yet. However, the measurements that have been taken indicate that bilingual education does not interfere with achievement in the basic curriculum. A study of mathematics achievement in the Laredo, Texas, bilingual program showed that those who learn math in two languages do better than those instructed in only one language. Studies of the Miami program indicate that students in a bilingual program at least do as well as others in the standard subjects, meanwhile attaining the advantages of a second language (Stanfield). If non-English-speakers are achieving as well as English-speakers, as these studies indicate, then one of the objectives of bilingual education is being met.

More important is the enhancement of humanization which bilingual-bicultural education programs offer for the Chicano. It is envisioned that the scope effect will result in developing within the Chicano community a high synergy society.

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More important is the enhancement of humanization . . . .

¡Blim!

Por María Dones

De todos los materiales que he estado evaluando el libro que más me ha llamado la atención es ¡Blim! (Madrid: S.M., 1969) por Martín Valmaseda ($1.50) y parece que he contagiado a mis niños con el mismo entusiasmo. Como parte del programa de la Escuela Bilingüe P.S. 25, la primera en la ciudad de Nueva York, mi clase es una mixta. Es decir, la mitad de los alumnos vinieron de una clase de dominancia en inglés y la otra de dominancia en español. Así que, aunque todos los niños en mi clase pueden funcionar bastante bien en ambos idiomas, los niños que están usando ¡Blim! son los que tienen un nivel más alto en el uso del español.

Cuando le enseño español a mi clase, tengo cuatro grupos. Los que han usado a ¡Blim! les gusta leer de las aventuras de Blim, la guitarra nómada. Aún el mismo nombre del libro sirve para motivar a los niños a leer el libro. El autor de una manera maravillosa ha escrito una serie de cuentos con continuidad.

He quedado encantada con Blim.

Aventuras Originales

Aunque he usado el libro mayormente para fomentar la comprensión (usando mis propias preguntas), la habilidad de leer oralmente y la apreciación, los niños también han podido escribir aventuras originales de Blim. En una ocasión les pedí que escribieran una aventura de Blim usando sus experiencias de Puerto Rico y de su comunidad. Luego, con papel de construcción dibujaron una guitarra y hicieron un folleto con el cuento. Otro día les pedí que escribieran una aventura de Blim como si él estuviera en un país del mundo.

¡Blim! es un libro que yo recomendaría a todo maestro que quisiera que sus niños disfrutaran de una experiencia literaria agradable. Hubo ocasiones cuando mis niños puertorriqueños reaccionaron a palabras que nosotros no acostumbramos decir. Pero siempre que aclaramos que algunas nacionalidades le dan diferentes significados a las mismas palabras, los niños mostraron cierta madurez.

Láminas Bonitas

No hay que mencionar que este libro tiene unas láminas muy bonitas que ayudan en la interpretación del cuento. También al final de cada aventura se encuentran actividades para los niños, las cuales incluyen ejercicios usando el diccionario. También tienen ejercicios que estimulan la imaginación del niño. Por ejemplo, al final del cuento "Estrella del Oriente" el autor les pide a los niños que tomen un viaje imaginario a la Tierra Santa. Otro aspecto positivo del libro son las poesías de famosos escritores tal como Gabriela Mistral.

Como dije anteriormente, he quedado encantada con ¡Blim! y espero que sea una parte integra del currículo de la Escuela Bilingüe.

Maribel Y Blim

Un día yo le dije a mi mamá que yo queria ir a Florida. Y mi mamá me dijo que nos podíamos ir mañana. Después yo me fuí para mi cuarto y yo le dije a mi guitarra que se llamaba Blim y yo le dije a Blim--Blim, mañana vamos para Florida. Blim a mí me parece que tu no me estás escuchando.-- Después llegó la noche yo me acosté y me dormí. Después tuve un sueño. Mi sueño era que nosotros ya estabamos en Florida. Cuando yo me levanté me vestí y empezé a recoger la ropa que me iba a llevar. Luego mi mamá me llamó y me dijo que si estaba lista y yo le dije que si. Luego nos fuimos. Llegamos al aeropuerto para coger el avión. Nos subimos y nos fuimos volando. Luego llegamos a Florida nos quedamos en un hotel. Luego le dije a mi mamá que iba para la playa con Blim y mi mamá me dijo que si. Pues nos fuimos. Y yo y Blim gozamos mucho todo el tiempo.

Individualizing Spanish Language Arts At The Second-Grade Level

By Herminia M. Canters

Materiales en Marcha is undoubtedly something distinct and unique in the field of book reviews. Even the title was wisely selected. Combining the resources of the organizational patterns of American education with the individual traits of the Spanish culture, Materials Acquisition Project offers the bilingual and bicultural family in the United States the opinions, feelings, and attitudes of both young and adults who have participated in teaching and learning situations and have experienced the materials.

My task of reviewing second-grade language arts materials involved interviewing and taping teachers and pupils, visiting classes, talking to children in the halls, in the library, on the playground. Because Dade County offers the Spanish-S (Spanish for native speakers) program to 36,000 students from K-12, I had the opportunity of encountering a variety of situations. More than 50 books were distributed for pilot testing among some 60 teachers and aides who were participating in an inservice course, Methods of Teaching Spanish-S, being offered to Dade County teachers as part of the Internal Certification Program in Bilingual Education, and who were also teaching Spanish-S in schools throughout the county. Because of the experience and professional capacity of these teachers it seems appropriate to report in the paragraphs that follow the exploratory sessions which set up the stage for the subsequent evaluation of the materials.

Review Criteria

Under the assumption that the school program should be planned to meet the child's needs and not to adjust the child to the school the teachers decided on a list of 13 items which appears below, to be considered in reviewing the materials:

1. Attractive, colorful cover with illustrations that children can readily identify with
2. Well-organized content of the reading text, index directly related to the child's experiences in real life and to those elements of his outside world that are truly interesting to him, such as animals, animated cartoons, etc.
3. Interdisciplinary content of the language text
4. Carefully graded presentation of the material according to the age and interest level of the child and to his previous experiences
5. Appealing illustrations that act as motivation related to the subject of the page (Colorful, simple drawings attract children's attention.)
6. Vocabulary within the realm of experiences of the child (If the words are unfamiliar to him, evidently he will not be able to compare and contrast.)
7. Reading selections from the text of a high literary value, simple, short, and full of movement, with vivid dialogs, descriptive passages of everyday life situations depicted with objectivity, vigor, and color
8. Inclusion of riddles, songs, and short poems taken from the wealth of the Spanish folklore
9. Clear, well-spaced, and well-designed format in manuscript writing, with changes of size in print and color to attract attention
10. Appealing general pattern of the book that will hold child's attention
11. Exercises within a framework appropriate to the ability of the child in relation to his age and grade level, with the purpose and expected outcome of each activity so clearly stated that the child will have no trouble understanding them
12. Grammatical and orthographic generalizations that develop as the result of the child's being led to the discovery of the rules through the observation of repeated usage in exercises as well as in reading selections
13. Withholding the introduction of formal grammar as such until the third-grade level

The books in the chart below were the ones selected and rated by the teachers, using the 13 items above and a scale of A for good, B for average, and C for poor. The editorial houses are listed in alphabetical order, and the books published by each appear right underneath.

	1	2	3	4	5	6	7	8	9	10	11	12	13
ANAYA (Salamanca)													
Lenguaje 2 (1971)	A	B	B	C	B	C	B	C	C	C	C	A	A
Cuaderno de actividades $ .60													
Libro de trabajo $2.50	A	A	A	B	B	C	A	-	B	B	B	A	A
Fichas de evaluación $ .50													
Guía del profesor $1.25													
Nuestra Lengua 2 (1971)	B	B	A	A	A	A	B	A	A	A	A	A	A
Fichas de enseñanza individualizada $2.00													
Libro de trabajo $2.00													
Guía del profesor $1.25													
El Mundo de las Palabras 2													
Libro de lenguaje $1.30	B	A	A	A	A	B	A	A	C	B	A	A	A
Cuentos para Leer y Escribir 2 (1970)	A	A	A	A	A	A	A	A	A	A	-	-	-
Cuadernos de escritura $ .20 ea.													
BRUÑO (Madrid)													
Lenguaje 2 (1970)	C	B	A	B	C	C	B	C	B	B	A	A	A
Fichas de trabajo individualizadas $2.00													
Fichas de recuperación 2 N.p.													
CASALS (Barcelona)													
Lenguaje 2 (1971)	B	A	A	A	A	A	A	A	A	A	A	A	A
Guía didáctica 2 $2.40													
Libro de lectura 2 N.p.													
Fichas de lenguaje 2 $4.20													
HIJOS DE SANTIAGO RODRIGUEZ (Burgos)													
Mi Libro de Lenguaje 2 (1969)	C	A	A	B	B	B	A	C	B	C	A	B	C
Texto $2.20													
Guía didáctica 2 $2.20													
MAGISTERIO ESPAÑOL (Madrid)													
Colorines (1969) $1.50	A	B	C	A	A	B	A	A	C	A	A	-	-
Palabras (1971)	B	A	A	A	A	B	A	B	B	A	B	A	A
Libro y fichas de trabajo $3.80													
Libro de consulta N.p.													
Libro del profesor $5.00													
Pruebas de evaluación N.p.													
Imágenes y Palabras 2 (1968)	A	A	A	A	B	C	A	B	B	B	A	A	A
Libro del alumno $2.00													
Fichas de trabajo N.p.													
Libro del maestro N.p.													

Conquista del Lenguaje 2 (1971)
Libro del alumno $1.15
Libro del trabajo $1.15
Guía del profesor $2.50

PRIMA LUCE (Barcelona)
Serie Porvenir, Lenguaje 2 (1971)
Libro de consulta $1.40
Fichas para trabajo individualizado del alumno $2.40

SANTILLANA (Madrid)
Arboleda (1970)
Libro activo de lenguaje 2 $2.00

Caravana (1970)
Libro de vacaciones 2 $2.95

Otros Amigos, Otras Culturas (1972)
Libro de lectura 2 $4.25
Libro de actividades 2 $2.25
Guía del profesor $9.50

Pleamar (1970)
Cuaderno de vacaciones 2 $1.20

Senda, Lengua Nacional (1971)
Libro de lectura 2 $3.00
Fichas de trabajo 2 $2.40
Tecnología educativa, guiones didácticos para el profesor $3.50

S.M. (Madrid)
Area del Lenguaje 2
Libro de consulta $1.40

TEIDE
Fiesta, Lectura 2
Texto $1.70
Cuaderno de trabajo $ .70

Lenguaje 2
Texto $1.70

VICENS VIVES (Barcelona)
Lenguaje en Acción 2
Libro del alumno $2.00
Fichas de evaluación N.p.
Guía del profesor N.p.
Fichas del alumno $1.15

Amplío el Lenguaje 2
Libro del alumno $2.60
Fichas del alumno $1.15
Fichas de evaluación N.p.
Guía del profesor $2.50

1	2	3	4	5	6	7	8	9	10	11	12	13
B	A	B	A	A	C	B	B	A	B	B	B	A
A	A	A	B	A	B	A	C	A	A	A	A	A
A	A	A	A	A	C	C	C	A	A	B	A	A
A	A	A	B	A	C	C	C	A	A	A	A	A
A	A	A	A	A	A	A	-	A	A	-	-	-
B	A	A	B	A	B	A	B	A	A	A	A	A
C	B	A	C	A	C	B	-	A	B	B	B	B
B	A	A	C	B	C	A	A	A	B	B	-	-
C	A	A	C	B	C	B	A	B	B	C	A	B
A	A	B	A	B	C	B	C	A	B	A	A	C
B	A	A	A	A	B	A	A	B	B	B	A	-
B	A	A	A	A	B	A	A	A	A	A	A	A
B	A	B	B	C	B	B	C	C	C	-	C	C
B	A	A	A	B	B	A	A	B	A	A	A	A

Reactions

Reactions to some of the materials are reported as follows:

El Lenguaje 2, libro de consulta and fichas for individualized instruction (Barcelona: Prima Luce, 1971). Beautiful illustrations are used to introduce vocabulary, word families, and various topics, all closely related to a child's experiences. Grammatical concepts are presented without labeling. It seems to be more appropriate for a third-grade level.

Otros Amigos, Otras Culturas (Madrid: Santillana, 1972). Teachers' and students' reactions to this recent Santillana series for bilingual children in the United States has been excellent. The series includes multiethnic content stories of integrated groups of people in urban settings. The purpose is to overcome the difficulties in comprehension that the disadvantaged urban child may encounter when he reads stories unrelated to his sociocultural environment. Children were delighted with the illustrations.

Senda, Lengua Nacional 2 is another Santillana publication which has been used widely by Dade County teachers but on a fourth-grade level. When the learning centers were organized during the language arts session, the fichas de trabajo 2 allowed each child to work independently. There are a variety of exercises to help the pupil develop specific skills such as to read for specific information, to locate relevant details, to relate main and subordinate ideas, to note cause-effect relationships, and to relate what he reads to his own experiences. Teachers evaluate the tecnología educativa as an important tool in helping them to develop the program.

Arboleda 2 (Madrid: Santillana, 1970). A wide variety of topics related to the immediate experiences of the children, in colorful illustration, with questions to develop oral language skills. Different sizes of print, colored frames, and big ovals in green are the framework for the exercises on language and concept development. Appropriate for independent work.

Palabras (Madrid: Magisterio Español, 1971) is another teacher favorite. The teacher guide, libro del profesor, helps to engage the child in a program of experiences designed to enhance his oral language development to a level equal to or greater than the level of the content of the reading selections. Experiences are also provided to broaden his references for concept development and comprehension. The child is trained in auditory and visual discrimination, listens to, tells, and discusses stories, and learns basic work and study habits.

Imágenes y Palabras 2 (Madrid: Magisterio Español, 1969) contains comprehension questions on the readings, word study exercises, suggested composition topics, and short poems. In addition, it features a grammar section in each lesson where important patterns in the reading are presented to make inferences and generalizations. The fichas de trabajo are very popular with teachers.

Fiesta 2 (Barcelona: Teide, 1967) has been used extensively in Dade County school libraries for the weekly session, "La Hora del Cuento en Español." It is a series of well-known stories that children love, i.e.: "Los Tres Ositos," "El Mono Rabutiti," "La Gallina Picotina," "Los Ena-

Dade County, Florida, students, aides, and teachers pilot test second-grade language arts materials for Materiales en Marcha.

nillos y el Zapatero." An attractive, purposeful workbook strengthens the language art skills appropriate to this level for the teacher's follow-up activities in the classroom.

Lenguaje 2 (Barcelona: Teide, 1969). A pretty book with simple, small drawings in attractive colors. Adequate format on good quality paper. The different types of print determine the different kinds of exercises. Short sentences facilitate left-to-right eye movement. Suggestive headings (i.e.: "Aprende a leer bien," "Aprende a hablar bien," "Aprende a explicar," "Aprende a estudiar") lead to exercises which help the child to relate the content of the unit to his own environment. Each unit ends in a brief poem related to it. Teachers qualified this book as excellent.

Amplío el Lenguaje, 2do. Curso (Barcelona: Vicens Vives, 1971). Short selections from a diversity of topics--clothes, fire, caves, skyscrapers, and popular poems--are used to present vocabulary. Effective questions make the child reread the page to look for the answer and help him to relate the content of the page to his personal experiences. Directions for the exercises to cover the four phases of language arts skills are written in the first person, thus giving the child a sense of security and success: "Pienso y contesto," "Aprendo palabras nuevas," "Aprendo algo nuevo," "¿Te has fijado en...?," "Copio y comprendo este refrán," "Juego con las palabras." The cuaderno-ficha provides, in an individualized program, materials for the children to work at the learning centers. Format and colorful illustrations are full of candor and simplicity. Although these books were rated very high, teachers pointed out that there are exercises on cursive writing, which is not used in the United States at the second-grade level. However, most of the time teachers reported that they have pilot tested the materials with children from the third or fourth grade.

Lenguaje 2do. and Guía Didáctica 2 (Barcelona: Casals, 1971) have made a great impact on the group who used them. Guía Didáctica provided step-by-step guidelines for the grouping of children in order to use the fichas individuales. These appeal to children because of the format and the reading selections, which are short excerpts of well-known Spanish writers such as Pío Baroja, Antonio Machado, García Lorca, Cervantes, etc., followed by questions and simple exercises to work on specific skills. Example:

°Fichas 4 a 6. "Canta, canta, canta." Antonio Machado. g-j (grillo-jaula). Sujeto. Relacionar con verduras.

The sign ° in front of Fichas refers to Group 1: cereals, vegetables, fruit. The 75 fichas are grouped under five categories marked by the signs: o + △ □ - and each one referred to different groups in a multidisciplinary approach. Then procedures for each ficha are spelled out for

. . . objectivity was my motto . . . .

the teacher under the following subtitles: "Orientaciones y Finalidades," "Comprensión de Lectura," "Expresión Oral," "Morfosintaxis," "Ortografía," "Expresión Escrita," and "Ejercicios." One teacher exclaimed, "I wish all books were written like this one! It's so attractive and so easy for my pupils to do it!" Example follows: Ficha 5:

A. Lee esta poesía:
   Canta, canta, canta,
   junto a su tomate,
   el grillo en su jaula.

   Antonio
   Machado

Esta poesía la escribío un profesor que se llamaba Antonio Machado que encontraba la forma más bonita para decir lo que le gustaba.

B. Copia la poesía.
C. Contesta estas preguntas por escrito: ¿Quién canta? ¿Dónde canta el grillo? ¿Qué tiene el grillo en la jaula?
D. Contesta en una sola frase: ¿Qué es lo más importante que se dice en esta poesía?
E. Contesta: ¿Qué hace el grillo? El grillo_____

   La contestación a esta pregunta tiene que ser igual a la D. Mira si es así.

A list of the vocabulary of second-grade pupils, a list of órdenes, sentences to give orders that teachers use in class, a list of the literary excerpts by authors used in the fichas under specific themes, and a few evaluation sheets appear also in the guía didáctica.

Educational Reform

It is evident, teachers commented, that the present educational reform in Spain has directly influenced the quality of the textbooks being produced by editorial houses such as Anaya, Bruño, Casals, Magisterio Español, Santillana, S.M., Teide, Vives, and others. Most series consist of a reader, a language book, a series of worksheets called fichas de recuperación, fichas de evaluación, and a teacher's guide. Today there is no one basic reading series and an encyclopedia per school but a series of basic and supplementary readers for recreation, for information, and for reference.

During the development of this project objectivity was my motto, giving teachers free rein to express themselves about the materials they were using.

My goal of having the teachers realize that by using the fichas individuales in Spanish specific skills were developed and reinforced, parallel to those being developed in the System Approach to Reading in English in Dade County Schools, was well accomplished.

General Comments

My general comments could be summarized as follows:

1. Learning to read in Spanish first accelerates the process of reading in English when the child is mastering the second language (English) and when the teacher is aware of the transference of skills.
2. A Spanish language origin child raised in this country is probably limited in his experiences in Spanish and therefore is probably not able to use materials at the same grade level which his counterpart uses in a Spanish-speaking country.
3. Differences in vocabulary and usage are still a concern for primary teachers. Inservice sessions dealing with regional similarities and differences are needed for helping teachers with the adaptation of materials.
4. Materials produced by native speakers rank very high with teachers.
5. Individual learning is greatly facilitated by group instruction first, followed by individual worksheet activities or fichas individuales.
6. Individualizing Spanish language arts instruction at the second-grade level can be accomplished by providing teachers with appropriate materials.

Learning to read in Spanish first accelerates the process of reading in English . . . .

Two Eye-Catching Third-Grade Science Texts

By Viola E. Varela

As I look through school textbooks, the first thing that gets my attention is the illustrations. Being an artist in my own right, I naturally have a great interest in the complete format of a book. Many items go into making a book interesting and suitable for a particular area. The book I pick up to look at is the one that catches my eye instantly.

When I received a box full of third-grade science books from MAP, I was so excited because at the time we needed some material about plants. As I looked through them, I found two that really stood out from the rest. One, Ciencias (Bilbao: Vasco Americana, n.d.) by Luis Rey ($2.50), was the first that looked simply beautiful from cover to cover. I then began to look at it again to find out if the content was suitable for my classroom's needs.

Eye-Catching Cover

Naturally the cover of the book was what caught my eye first. I must say, though, that it is not a very sturdy cover for daily use by third-grade children. The illustrations on the cover and in the book are colorful, large, and very clear, and the layout is very attractively put together. The spacing and printing are just right to create the desire in a person to want to read and study from such a book. I know by experience that print and readability have a great deal to do with whether a book will be picked up to be read on one's own initiative. This book's illustrations are so fantastic that children can learn from them alone without having to read the unit.

The content meets the needs and interests of every individual child, whether he can or cannot read Spanish. The book is quite adaptable to our part of the country. We would not have a difficult time with any part of the content.

Another Asset

Another book that I think would be a great asset to any science program as a textbook is Ciencias de la

Naturaleza (Madrid: La Escuela Nueva, 1971) by Victor M. Valecillo ($2.00). This book also has everything, just as the one I mentioned above does. The only disadvantage that I can see is that it is a smaller size book, and most teachers and students prefer a larger book. What I like most is that it has oral and written exercises at the end of each unit. It also includes extra activities and experiences that we can pursue.

If I had to pick a science text for the third grade, it would be very difficult to choose between these two. I only wish I could have both. Try them; you'll see.

Dos Textos De Ciencias Para El Tercer Grado

Por Viola E. Varela

Cuando examino libros de texto, lo primero que me llama la atención son las ilustraciones. Siendo yo artista por mi derecho propio, naturalmente tengo gran interés en el formato íntegro de un libro. Muchas cosas hacen que un libro sea interesante y adecuado para una área particular. El libro que es-

cojo para examinarlo es el que más me atrae la mirada.

Cuando recibí de MAP una caja llena de libros de ciencias de tercer grado, estaba muy excitada porque en ese tiempo necesitabamos datos sobre las plantas. Mientras examinaba varios libros, encontré dos que verdaderamente se destacaban de los demás. Uno, Ciencias (Bilbao: Vasco Americana, n.d.) por Luis Rey ($2.50), fué el primero que me pareció sencillamente estupendo de principio a fín. Luego empezé a examinarlo otra vez para averiguar si el contenido era adecuado para las necesidades de mi clase.

La Cubierta

Desde luego, la cubierta del libro fué lo que me llamó la atención. Sin embargo, tengo que decir que no se trata de una cubierta muy durable para el uso diario por alumnos del tercer grado. Las ilustraciones de la cubierta y de adentro son vívidas, anchas y muy claras, y su disposición está muy bien arreglada. El espacio entre las líneas y las letras es justamente lo que se necesita para crear en una persona el deseo de leer y de aprender con tal libro. Sé por experiencia que para

Me sería muy difícil escoger entre los dos.

que alguién se interese en leer un libro, es importante que tenga la letra clara y que sea comprensible. Las ilustraciones de este libro son tan fantásticas que los niños pueden aprender con ellas sólas sin tener que leer la unidad.

El contenido se relaciona a las necesidades e intereses de cada niño sea que este pueda o que no pueda leer español. El libro es muy adaptable a nuestra área del país, no tendremos dificultades con ninguna sección del contenido.

Otro Libro

Otro libro que según yo sería una buena adquisición para cualquier programa de ciencias es Ciencias de la Naturaleza (Madrid: La Escuela Nueva, 1971) por Victor M. Valecillo ($2.00). Ese libro tiene elementos tan buenos como el que mencionamos arriba. La única desventaja que puedo ver es que es un libro más pequeño, y la mayoría de los maestros y estudiantes prefieren un libro más grande. Lo que más me gusta de este libro es que tiene ejercicios orales y escritos al final de cada volumen. También contiene actividades suplementarias y sugerencias para experiencias relacionadas.

Si tuviera que escoger un texto de ciencia para el tercer grado, me sería muy difícil escoger entre los dos. Lo único que desearía es tener ambos libros. Uselos y verá!

Ciencias Del Cuarto, Quinto Y Sexto

Por Pete Hernández

ESTUDIO DE LA NATURALEZA, 3ER GRADO (GUATEMALA: PIEDRA SANTA, N.D.) POR J. PIEDRA SANTA ($1.60). Este cuaderno de trabajo contiene ejercicios prácticos que le permitirán al alumno, con la guía del maestro, ejecutarlos y usar su mejor técnica libremente en su resolución, pues lo exiguo de instrucciones y poca parte escrita mueve al alumno a plasmar sobre ellos todos sus conocimientos, experiencia e inteligencia. En relación a la parte escrita, el niño encuentra instrucciones y datos para elaborar trabajos de composición que el maestro puede complementar con instrucciones verbales para la ejecución de experimentos y presentación de trabajos con materiales reales naturales. Además, la mayoría de los ejercicios tienen dibujos que carecen de color, constituyendo esto un incentivo placentero para que el niño los ilumine haciendo uso de sus conocimientos y arte infantil. Los cuestionarios a resolver varían en su forma, haciendo menos rutinaria y tediosa la labor de contestarlos. Los temas tratados, en los que se refiere al programa, pueden ser ampliados o complementados a juicio del maestro, con los ejercicios correspondientes y en la medida que crea conveniente. La tendencia actual de la enseñanza es la de hacer más práctico y ameno el aprendizaje y sus medios sin menoscabo del contenido total del programa que debe seguirse. Por lo anterior, el cuaderno es magnífico para niños. Insisto que la eficacia del mismo depende en mucho de la hábil intervención y dirección del maestro.

Referente al encuadernado, es muy bueno, el papel se presta para realzar la iluminación y la impresión es excelente. La forma del cuaderno facilita trabajar en él.

CIENCIAS NATURALES, 3° Y 4° GRADO (VENEZUELA: ATLANTA, 1968) POR TARSILA CECILIA HERNANDEZ ($1.82). Libro

ACADEMIAS DE CIENCIAS 5°

para 3° y 4° año dividido en seis partes: El Niño y Sus Necesidades, 3° y 4° año; El Niño y los Animales, 3° año; El Niño y los Animales, 4° año; El Niño y las Plantas, 3° año; El Niño y las Plantas, 4° año; El Niño, la Tierra y el Universo, 3° y 4° año.

Un libro interesante y ameno tanto por los temas que trata como por la ilustración del mismo. Debido a la extensión que le da a algunos temas, este libro es recomendable como fuente de información para elaborar trabajos de composición y para consulta. Como libro de texto cumple desde luego su función adecuada.

Para las actividades prácticas de esta ciencia se recomienda la formación de equipos de trabajo.

El aspecto sobresaliente de este libro es que sus partes y temas los trata de una forma que da bastante importancia a la relación hombre-naturaleza, es decir hace resaltar la interdependencia entre uno y otro y la armonía que debe existir para la adaptación mutua.

El niño es un gran admirador de la naturaleza. Esta es una motivación excelente, y bien dirigida puede conducir a un más rápido aprendizaje. En ella el niño halla un cúmulo de experiencias y actividades placenteras que puede desarrollar. Por lo cual este libro contribuye en mucho a los fines que persigue el estudio de esta ciencia.

Los temas mismos ayudan a motivar la clase del maestro, desde luego el material didáctico es una motivación excelente puesto que se basa en la naturaleza. EL NIÑO GUSTA MAS DE LA NATURALEZA CUANDO ES MAS ACCESIBLE A ELLA.

El encuadernado es excelente; el papel resistente y de un color agradable a la vista. Las letras tienen un tamaño y color adecuado;

El niño gusta más de la naturaleza cuando es más accesible a ella.

la impresión en tinta de tres colores da vivacidad al texto y el colorido de los dibujos y la disposición de la parte escrita que es interesante y de clara exposición son excelentes para una lectura agradable. Las partes del programa tratados en él pueden ser ampliadas a juicio del maestro.

CIENCIAS DE LA NATURALEZA, 4° GRADO (MARACAIBO: BELLOSO ROSSELL, 1971), POR VICTOR M. VALECILLO ($2.04). Este libro está dividido en cuatro unidades: la primera, dedicada al estudio del cuerpo humano y sus necesidades y cuidados, consta de 16 temas; la segunda, a los animales, con 12 temas; la tercera, a las plantas, con 14 temas; la cuarta, a los fenómenos físicos y naturales, con seis temas.

Este libro de texto es adecuado para el maestro y los alumnos porque los temas son claros, concisos y precisos, y al final tienen una guía para la elaboración de trabajos escritos o verbales, indicaciones sobre como familiarizar al niño con las palabras del tema que se refieren al mismo con precisión, asi como una guía de sugerencias y actividades para el maestro.

Lo conciso de los temas permite al maestro y al alumno darse cuenta sin mucho esfuerzo de lo fundamental de los mismos, y a la vez le permite al alumno desarrollar sus actividades sobre la base de una utilización muy amplia de su manera de pensar y hacer uso de su inteligencia y conocimientos relacionados con la adquisición de nuevas enseñanzas y experiencias; estimulándolo a querer comprender más por sí mismo, buscando otras fuentes de conocimientos. Al maestro le hace más práctica la clase y le da amplio margen para utilizar los métodos que le parezcan mejor para la transmisión de la enseñanza que poseen los temas. Los temas mismos están acompañados por dibujos esquemáticos y dibujos de la vida real, que los hacen más interesantes y hacen que el niño relacione mejor las enseñanzas recibidas con el medio que le rodea. El colorido y el dinamismo de lo representado es tal, que impide una fatiga visual y mental, permitiéndole al lector concentrarse y dejar volar su imaginación. Debido a la blancura del papel, hubiese sido excelente hacer las letras menos obscuras en muchos pasajes, pues mientras menos sea el contraste, menos se cansa la vista. Sin embargo, en los párrafos cambian constantemente el color, forma y disposición de las letras, lo que compensa lo anterior.

El maestro y los niños encuentran en los dibujos una motivación interesante para las clases.

Como lo indican los temas al final, es recomendable familiarizar al niño con las palabras más importantes del vocabulario usado, y ésto lo puede realizar el maestro planeando éstas y otras actividades de acuerdo con las sugerencias que también se indican al final.

Las actividades que se realizan para la consolidación del conocimiento como todos los maestros saben, es la parte medular para que el niño fije en su mente con más efectividad las nuevas enseñanzas. Contando con la experiencia y capacidad de cada maestro que usará este texto, estoy seguro que la enseñanza y el aprendizaje serán más efectivas. La pedagogía actual recomienda para esta materia la formación de equipos de trabajo entre los alumnos mismos que pueden ser formados por cinco o seis niños. Como sabemos, el compañerismo entre ellos logra resultados sorprendentes cuando realizan actividades dividiéndose tareas, pues unos niños aprenden de otros debido a las diferencias personales en las aficiones de cada uno, mismos que estimulan la propia estimación y aportan conocimientos y cooperación valiosos para el grupo.

Esta actividad globaliza

toda la enseñanza, porque los niños en su afán de presentar un buen trabajo ó destacar su grupo, recurren a lo poco ó mucho que pueden hallar en otras materias educativas y sociales, y en la naturaleza. La materia de la que estoy hablando es ideal para estas actividades, y un buen libro de texto como el que vengo describiendo, contribuye hacia un éxito completo. La naturaleza ofrece el material mas fascinante para esta materia y las actividades están planeadas para usar en las clases todo el material real que el niño pueda conseguir de la naturaleza. LA NATURALEZA ES LA MEJOR MAESTRA. Si existe una guía de este libro para trabajos escolares, sería un gran complemento puesto que facilitaría mejor la fijación de conocimientos y le ahorraría tiempo al niño en la planeación y ejecución de sus tareas académicas.

En resumen, el libro es interesante y un valioso auxiliar didáctico para el maestro y los niños.

ACADEMIA DE CIENCIAS FISICAS Y NATURALES, 5° (MEXICO: HERRERO HNOS., 1959) POR MARIA DE JESUS MARQUEZ Y SERAFIN HERNANDEZ VELA (N.P.). Como los autores aclaran, este cuaderno de trabajo es para valorar el aprovechamiento de los niños referente a la adquisición de enseñanzas. Los ejercicios pueden ser utilizados por el maestro en la forma que desee, bien para lo dicho anteriormente ó para afianzar conocimientos; en resumen podrán ser utilizados cada vez que el maestro lo considere necesario.

El cuaderno contiene todo el programa de quinto año y sus ejercicios son variados y presentados en distintas formas, los que contribuye a evitar el desinterés y pronto tedio del niño. Los ejercicios de complementación son varios; los de preguntas dan libertad al niño para exponer ideas completas en las respuestas; los ejercicios de composición, ayudan al niño a enlazar y coordinar sus pensamientos y plasmarlos lo mejor que puede en el papel, lográndose con esto un desarrollo más amplio de su mente, y una agudeza mas acertada, práctica e inteligente para su adaptación al medio que le rodea. En los ejercicios también se incluye uno para que el niño recurra a la narración. Es de lamentarse que no hayan más ejercicios de esta clase, pues el niño encuentra en estos una actividad agradable, porque se siente importante al exponer sus experiencias de una manera ordenada sobre determinado asunto a tratar. Los ejercicios de localización aparte de servir para valorizar el aprendizaje, contribuyen a la vez a afianzarlo en la mente de los niños. El dibujo e ilumi-

nación también entran en los ejercicios siendo éstos factores de gran interés para el niño. El único defecto que ostenta este cuaderno de trabajo es la falta de ejercicios relativos a experimentos para que el niño consiga, use, experimente y elabore trabajos con materiales reales de la naturaleza, sin embargo el maestro puede intervenir para realizar estas actividades además de las académicas, puesto que al niño le gusta ser más práctico y objetivo.

La portada está bien presentada con un material resistente y un dibujo interesante, tiene ilustraciones muy buenas, aunque las otras podrían haberse hecho más interesantes y con un colorido más llamativo. El papel es resistente, y la parte escrita en lo que se refiere a redacción e impresión se sujeta a las normas requeridas para una lectura agradable. Las instrucciones son claras y precisas. En conclusión, este cuaderno es un buen auxiliar que los niños pueden usar, guiados por la capacidad y experiencia personal de cada maestro.

Happy Junior High Reading With "El Galano Arte De Leer"

By Alma Pirazzini

El Galano Arte de Leer (México: Trillas, 1971) by Manuel Michaus and Jesús Domínguez R. ($3.50) has served my junior high school class well as a resource book, extracurricular reader, and finally, by popular demand from the students, as a textbook. I have been involved with bilingual education for the last four years, and many of the books that were available locally were never quite right for our level of student (chronological age, Spanish and English proficiency, etc.).

With El Galano Arte there are many natural divisions to use as a unit, for example: legends, poetry, selections of works from Mexican authors, other Spanish American authors, short stories, refrains, Spanish authors, and short fragments of universal classics like Los de Abajo, Doña Barbara, Don Quijote de la Mancha, Platero y Yo, and others.

The book is geared to units of interest and has a list of suggestions for possible teaching methods immediately after each selection. Also, some short stories are further designated as good for oral reading, for reading silently, for free composition exercise, and for possible dramatizations. In addition, some of the prose is identified for grammatical exercises and for phonetic expressions.

Numerous Requests

In my Level IV class of Spanish for Spanish Speakers we have been reading plays, novels, and short stories, in addition to our regular text, Español para el Bilingüe. After several students discovered El Galano Arte (on student bookshelves) and its interesting topics, the requests to borrow the book became so numerous that the class decided they would like it for a text, even if it meant sharing books, as we did not have enough.

Since it was February (Valentine's Day), we started out using the poetry selections. They were read aloud and orally discussed as to meaning and possible interpretations. Next came the refranes, and each student made his own list of colorful ones, some old family favorites like "Uno propone y Dios dispone," "Dime con quién andas, y te diré quién eres," "Quien mucho duerme poco aprende," and "El hábito no hace al monje." Then there were others about people in the class like, "Rubén es un feo, con pelo cafe, que se seca el pelo, con un rollo de papel."

En el calendario hay
números,
Los números significan dias,
Los dias parecían meses,
Al ver que ni caso me
hacías.

Cuando pasé por tu
casa,
Te aventé un jasmín,
Pues te quedaste dormido,
Pues era mi calcetín.
Campanas de boda,
Campanas de amor,
La novia bonita y
El novio mejor.

We also used a record of poetry by Bernal, "El Mejor Declamador de las Américas," with favorites such as "El Brindis del Bohemio." This was followed by the students' taping their favorites. Since there was such an interesting response, the class compiled a short book of poetry entitled "Soy Creyente," all done by themselves (art work, poetry). The objectives for this unit were:

1. to increase vocabulary (analogies, synonyms);
2. to improve oral fluency (intonation and articulation);
3. to acquaint students with Spanish written romances, refrains, and Mexican poets;

4. to write poetry (cinquains, diamante, limericks).

Amazing Result

The amazing result was a majority of the students were able to achieve these objectives effortlessly due to the gradual introduction of the material, the interesting, short selections which alleviated boredom, and the final poetry book that they themselves were able to compile. Some comments were "Yo no sabia que podía escribir poesía," "Se me hizo fácil," "Mi mamá quiere leer el libro," and

many others. The selections in the book gave the students the inspiration, and most were very pleased with themselves.

The possibility of using El Galano Arte are endless and geared to student interest levels. Many of the short stories, in addition to giving insight on authors and the times in which they lived, also offer comparisons of morality, of traditions, of thought. The selections are short with accompanying word lists for definitions and suggestions for games, for student discussions, dramatizations, and study guides to understand the selections better. For instance, after "El Cuadro Mejor Vendido" the option of the study outline provided a new game in which to test students on orthography, construction, and content.

Furthermore, the authors also advise against reading the whole class time as too boring. Suggestions to break the monotony are vocabulary games, questions and answers, discussions of themes in relation to today's world or student, etc. The book seems to be a treasure of sorts with constant re-enforcement for teacher and students.

Interest Level

With my class I found the student interest level was higher and better when we used the book for short units, left it, and returned to it later on. This is the first textbook for which I have had numerous requests from students (from other classes) who heard about the book and wanted to check it out.

Unfortunately, the book has a paper cover which should be hardbound. However, the quality of the paper and the printing is very good. The occasional sketchings of authors and their themes are satisfactory, although the class wanted more illustrations of the stories. Our class has used 12 books (including novels, plays, short stories, etc.), and this is by far the most popular. Also, it was the most versatile, full of ideas for discussions, and gave interested students a taste of honey, as some wanted to read more works from the authors presented in the book. So, along with an enthusiastic group of students, I highly recommend El Galano Arte de Leer as a reference book, a library book, and/or a textbook.

Happy reading.

I have had numerous requests from students from other classes.

Field-Testing Favorites

Sample Lesson For "Naturaleza Y Sociedad"

By Carmen M. Menéndez

TEXT-Naturaleza y Sociedad (Madrid: S.M., 1971; $1.75 text, $75.00 slides, $2.40 activity sheet set)

LESSON-El hombre utiliza diversas partes de las plantas como alimento (p.29).

PURPOSE-The children will be able to: 1. identify the eatable vegetables and 2. recognize the different parts of these plants.

Motivation-Present the pictures of the various vegetables. Have the children identify each one (col, lechuga, coliflor, zanahoria, papa, cebolla, etc.).

Description-On the board make a drawing of the different parts of the plant. By repetition have the children learn these parts. Divide the vegetables on the board into three categories: root, stem, and leaf. After classifying each one have the children copy the information from the board. Give them worksheet 9-4. Coloring books are distributed so they can review at home.

Follow-up-The next day slides are used to reinforce the previous lesson. The children can identify the vegetable and tell what part of the plant it comes from. The children can also take turns in asking and answering questions and manipulating the slide projector. Following the slides worksheet 24-11 can be given.

MATERIALS USED BY TEACHER-pictures, blackboard and chalk, textbook

MATERIALS USED BY STUDENTS-worksheets, slides with the slide projector, coloring book, and tape recorder

RELATIONSHIP OF LESSON TO UNIT OR COURSE OF STUDY-to teach Spanish through subject matter

MATERIALS DEVELOPED AS RESULT OF LESSON PRESENTATION-The children made a tape telling about the different vegetables.

USAGE OF MATERIALS-period of use, three days; basic or supplementary use, basic use; subject area, science

STUDENT USING MATERIALS-grade level, second and third grades; number involved in lesson activity, 18; type of classroom or learning area used, normal classroom; socio-economic level, mixed; ethnic and language background, international group (African, American, and Spanish)

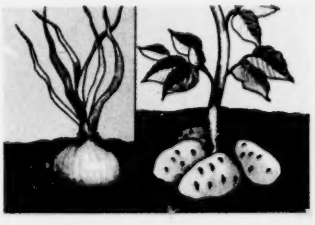
GROWTH IN SPANISH LANGUAGE PROFICIENCY-growth in vocabulary through subject matter and growth in knowledge of subject matter

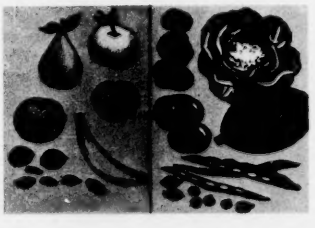
GROWTH IN SUBJECT AREA-science

STUDENT REACTIONS-to materials, "I wish I had a book of my own," "I like it," "It has pretty pictures in it"; to use in classroom-"I like the part about the slides the best"; to outcomes of lesson-"I learned about the different vegetables."

TEACHER OBSERVATIONS AND COMMENTS-to materials, "In general, the materials were good. They had good information, color, and printing"; to use in classroom, "I had a positive feedback from the children."

SUGGESTED POSSIBILITIES FOR FURTHER UTILIZATION OF MATERIALS-1. Bring in samples of vegetables. 2. Grow some vegetables in the classroom.





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June____July____August____

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Comisión Femenil Mexicana Convenes

The Comisión Femenil Mexicana Nacional called a constitutional convention June 2-3, 1973, at Francisco Torres Center, Goleta, California, to adopt a constitution, elect new officers, and discuss issues which confront the Chicana. It was a working convention that restricted rhetoric to discussion of issues on which the convention could take action or the organization could carry out.

Film actress Carmen Zapata was the keynote speaker. Other speakers were Assemblyman Richard Alatorre; Crystal City, Texas, Librarian Marta Cotero; Dr. Edward Aguirre; Margarita Flores, UFWU; and Ruth Miller, ACWA.

In the morning reports were heard from officers, chapters, and organizing committees. In the afternoon workshops on education, employment, child care, sex education and family planning, and resolutions were chaired by Jo Váldez Banda, Lilia Aceves, Sylvia Hernández Shaw, Diane Holguín, and Dorinda Moreno, respectively.

The convention coordinators were Yolanda Nava and Sandra Flores. CFMN President Pro-Tem Anita Ramos, Frances Bojorquez, Vi Muñoz, Jo Váldez Banda, Amelia Camacho, Lilia Aceves, Francisca Flores, and Evelyn Velarde Benson were the planning committee members.

The CFMN was organized to give Raza women an opportunity to deal with their problems and family issues ignored by other groups. It opens the door for Chicanas to assume leadership roles, develop their ability to speak publicly, and acquire knowledge and information on issues which concern them. Through this organization they develop campaigns to effect legislation or call on the community to support their demands on issues to improve their lives and the life of the community. The CFMN has established a Chicana Center in Los Angeles, California, which helps women find employment, enter training programs, or seek further educational preparation. For further information write to: CFMN, 4721 East Olympic Boulevard, Los Angeles, California 90022.

Raza Task Force Plans Conference

An invitational leadership conference called "Urban Education and the Mexican-American" has been scheduled for July 11-13, 1973, at Rieber Residence Hall, UCLA Campus. Sponsored by the National Education Task Force de la Raza and the Graduate School of Education, UCLA, it is open to school board members, administrators, and legislators.

The program is designed to develop a greater awareness of the educational needs of Mexican-Americans. General and small group sessions will provide opportunities for interaction with educators, psychologists, sociologists, anthropologists, and other specialists in urban school problems.

Specific objectives of the conference are: to increase awareness of the needs of Mexican-American children in urban schools; to consider the changing role of the school in urban communities; and to review recent research and development in the education of Mexican-American children and youth.

Some session subjects are: "The Elementary School Curriculum: Gateway or Barrier?"; "Counseling and Guidance of the Mexican-American Student"; "Breakthrough in Motivation: Bilingual-Bicultural Education"; "The School Board: a Democratic Instrument for Democratic Objectives"; "The Superintendent: Leadership for Change"; and "Public School Finance and Quality Education."

Conference Coordinator is Dr. Simon González, Assistant to the Chancellor, UCLA. For further information write to: UCLA Extension, 10995 Le Conte Avenue, Los Angeles, California 90024.

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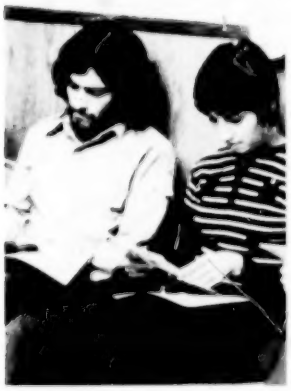

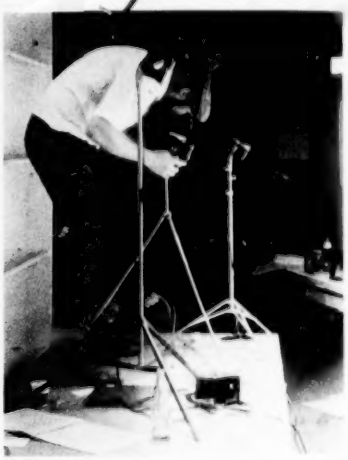

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